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ABSTRACT

The components of motivation in foreign language (FL) learning are examined as well as the effect of those components on certain language learning behaviors. Two basic assumptions are derived from the results of the study. These include the following: (1) Motivation in FL learning contexts (e.g., learning English in Hungary) is different in some ways from motivation in second language acquisition contexts (e.g., learning English in the United States); and (2) language learning is a series of diverse learning behaviors rather than a uniform process. In the first part of the research a motivation questionnaire was designed and administered to 134 young adult language learners. Based on the results of the questionnaire, a motivation construct was postulated that is believed to be valid for FL learning contexts in general. In the second part of the survey, the effects of motivation on four criterion measures, course achievement, course attendance, extracurricular language use, and further enrollment, were investigated. Finally, the results obtained from beginner and intermediate students were compared to determine whether there were any significant differences in terms of their motivation. Based on the results of this survey, a theoretical construct of motivation in FL learning was postulated, consisting of: (1) an instrumental motivational subsystem; (2) a multi-faceted integrative motivational subsystem; (3) need for achievement; and (4) attributions about past failures. (JL)

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# ANALYSIS OF MOTIVATION COMPONENTS IN FOREIGN LANGUAGE LEARNING

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# Analysis of motivation components in foreign language learning

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The following paper examines the components of motivation in foreign language learning as well as the effect of those components on certain language learning behaviours. There were two basic assumptions underlying the research whose results are reported here:

(1) Motivation in foreign language learning contexts (e.g. learning English in Hungary) is different in some ways from motivation in second language acquisition contexts (e.g. learning English in the U.S.).

(2) Language learning is a series of diverse learning behaviours rather than a uniform process, which it is often treated as for simplicity's sake. Therefore motivation might affect different learning behaviours in different ways, which might be one reason why some direct motivation-learning analyses have failed to produce unambiguous results.

In the first part of the research a motivation questionnaire was designed and administered to 134 young adult language learners, who had demonstrated their motivation by voluntarily undertaking language learning after work, generally at their own expense. Based on the results a motivation construct was postulated which is believed to be valid for foreign language learning contexts in general. The analyses and the computations are reported in Language Learning (in press) in detail, therefore I will give only a brief description of the results. In the second part of the survey the effects of motivation on four criterion measures, Course Achievement, Course Attendance, Extracurricular Language Use and Further Enrollment, were investigated.

Finally, the results obtained from beginner and intermediate students were compared to determine whether there were any significant differences in terms of their motivation.

## Motivation in foreign language learning

The motivation questionnaire was comprised of two sections: (1) items focusing on language use fields (e.g. reading English literature or working abroad), and (2) Likert-type statements concerning intentions, beliefs, values, interests and attitudes. Students marked their answers on six-point scales.

First the two sets of variables were submitted to separate factor analyses; Table 1 contains the list of the emerging factors as well as a brief description of them.

Secondly, correlations between the the two sets of factor scores were computed to determine the relationship between the language use fields and the attitudinal/motivational statements; Figure 1 shows the schematic representation of the results. Direct lines between two factors indicate strong associations while indirect lines indicate weaker relationships partly caused by sex or level differences. The order of the factors was arranged so as to make the relationship structure as clear as possible.

As can be seen in the figure, some interrelationship patterns create clusters of factors; based on this observation we may define a more general underlying structure consisting of two motivation subsystems and two independent motives. Figure 2 shows the schematic representation of the postulated construct.

We may conceive of an Instrumental Motivational Subsystem (represented in the figure by Instrumental Language Use and Instrumentality), which can be defined as a set of motives involving the individual's striving for better career prospects.

In the second big cluster of factors we can find components which have been traditionally considered integrative in nature. Indeed, we may conceptualize an Integrative Motivational Subsystem with the following specifications:

(a) In foreign language learning contexts learners have often not had enough contact with the target language community to form attitudes towards them; therefore this subsystem is not so much determined by attitudes towards the target language speakers as by more general attitudes and beliefs, involving an interest in foreign languages and people, the cultural and intellectual values the target language conveys, as well as the new stimuli one receives through learning and using the target language.

(b) The Integrative Motivational Subsystem in foreign language learning contexts is not a homogeneous factor but rather a multi-faceted dimension of motivation, comprised of four loosely related components:

- Interest in foreign languages, cultures and people (represented in Figure 1 by Passive Sociocultural Language Use and Interest in Foreign Languages and Cultures).
- Desire to broaden one's view and avoid provincialism; this component has more of an intellectual connotation than the previous one (and is represented by Reading for Nonprofessional Purposes and Desire for Knowledge and Values Associated with English in Figure 1).
- Desire for new stimuli and challenges (Communicative Sociocultural Language Use and Language Learning Is a New Challenge).
- Desire to integrate into a new community (Desire to Spend Some Time Abroad);

in fact, this last component forms an overlap between the two subsystems because, as can be seen in Figure 1, it is partly integrative in nature--going abroad for a longer period is very often related to one's work or career ambitions.

Beside these two subsystems, a third component, identified as Need for Achievement, was shown to contribute considerably to motivation in foreign language learning. It is similar to the "need for achievement" element of Atkinson's classical achievement motivation theory, involving the tendency to approach achievement situations as well as an interest in excellence. This factor is typical of motivation in foreign language learning contexts, since learning there takes place primarily in academic contexts and can be characterized as a series of academic achievement situations.

The fourth component that affects motivation in foreign language learning can be labelled Attributions about Past Failures. Although the questionnaire did not contain sufficient items focusing on attributions, Bad Learning Experiences emerging as an independent factor draws attention to the relevance of the attribution theory, which has been a major concern of motivational psychology in the last decade. This factor is again specific to foreign language learning, since in such situations "learning failure" is a very common phenomenon. However, further research is needed to determine the nature and role of cognitive attributions.

Correlations with the four criterion measures

The next phase of the survey was to investigate how the above described motivation components affected certain behaviours related to language learning. The following four criterion measures were included in the investigation:

(a) Course Achievment, which is a composite score of the students' end-of-term grades;
(b) Course Attendance, which is the percentage of the classes a learner attended during the term;
(c) Further Enrollment, which indicates whether a learner enrolled for the next term's course or not;
(d) Extracurricular Language Use which involves the learners' own report on how much effort they make to communicate with foreigners in English.

Table 2 contains the correlations between the factor scores and the criterion measures. Although the correlataions are rather low on average, the results reveal some interesting and significant tendencies; in some cases it is the lack of significant correlations which is important.

Course Achievement has a significant positive correlation only with Need for Achievement, which is in accord with the definition of this motivation factor. Two factors appear to affect Course Achievement negatively, Desire to Spend Some Time Abroad and Communicative Sociocultural Language Use. This implies that people who merely wish to be able to communicate in the foreign language in order to make themselves understood, for example, when going abroad, tend not to be conscientious language learners unless these motives are acoompanied by other factors.

Course Attendance did not have any significant positive correlation with any motivation factor. This means that none of the motivation factors investigated play a prominent role in providing the incentive to attend classes after work; two orientations, reading and communicative, seem to be particularly weak in this respect. The low correlations confirm the general classroom experience that it is mainly the teacher´s personality and the atmosphere in the classroom which determine the attendance rate, regardless of the students´ original motivation.

Further Enrollment was positively affected by Need for Achievement, which is not surprising, since need for achievement has traditionally been associated with perseverance. Interestingly enough, neither instrumental nor integrative motives had a special effect on enrollment. The negative correlation with Desire to Spend Some Time Abroad is understandable, since if the planned journey comes off the learner cannot enroll for the next term and if it falls through then the learner might lose his/her immediate interest in language learning.

Extracurricular Language Use has significant positive correlations with three integrative motivation factors--with both factors comprising the "Interest in foreign languages, cultures and people" component of the Integrative Motivational Subsystem, and naturally with Communicative Sociocultural Language Use, as this latter factor involves the desire to communicate with foreigners.

To sum up the findings: Whether one is instrumentally or integratively motivated does not seem to affect Course Achievement significantly, although the mere desire to be able to communicate appeared to be an insufficient motive. Course Attendance was slightly hindered by two integrative motives, but on the whole we may conclude that it did not seem to have a strong relationship with any of the motivational factors investigated in the survey. Further Enrollment again did not depend on whether one was instrumentally or integratively motivated, which was rather surprising. Extracurricular Language Use showed a positive, significant relationship with integrative motives, indicating that the extent of the effort made by learners to use their English

outside the classroom is associated with their affective predisposition towards foreign cultures and foreigners, or, in other words, with the extent of their "international openness". Need for Achievement contributed positively to Course Achievement and Further Enrollment, proving that it is a major component of motivation in foreign language learning. Attributions About Past Failures were not represented by sufficient items on the questionnaire to enable us to draw detailed conclusions about their nature and effects.

The results or rather the lack of results point to the fact that in behaviours which are related to actual language learning practice, the students' original motivation seems of secondary importance and other factors, presumably classroom-specific ones concerning the teacher and the classroom milieu are likely to play a determinant role; the rather low correlations are due to the fact that such factors have not been included in the survey. This assumption is confirmed by the intercorrelations of the four criterion measures (Table 3).

As can be seen in Table 3, Course Attendance has a highly significant positive relationship with Course Achievement, which, in turn, correlates just as highly with Further Enrollment. This suggests that students who regularly attend the classes are more likely than others to achieve, which, in turn, will result in a higher reenrollment rate. On the other hand, Course Attendance, which is the starting point of this sequence, was shown to be only very slightly affected by the motivation factors analysed in this survey. It is interesting to note that Extracurricular Language Use, which was defined by integrative motives, does not contribute to immediate classroom achievement but produces its effect on language attainment only in the long run.

Comparing the mean scores of beginners and intermediate students

Beginners start with a variety of motives, some of which prove insufficient to sustain the long and tedious process of language learning, while others provide the student with the energy to persist and reach intermediate proficiency. The significant positive correlation between Need for Achievement and Further Enrollment indicate that Need for Achievement does contribute to perseverence.

Another way of investigating the relationship between motivation and perseverence is by comparing beginners' and intermediate students' motivation. If intermediate students, who have proved the strength of their motivation by persisting through more than three terms, tend to be significantly superior to the beginners in terms of certain motivation components, then these components can be considered to be strong enough to energize learning up to the

intermediate level.

Using the T-test procedure, significant level differences were found only with three factors, Instrumental Language Use (t value = 1.78, p=.039), Instrumentality (t value = 2.74, p=.004) and, as it was expected, Need for Achievement (t value = 1.81, p=.036). This points to the fact that learners with a high level of instrumental motivation and need for achievement are more likely than others to attain an intermediate level proficiency in the target language.

## Correlations with Desired Proficiency

Foreign language learning considerably differs from second language acquisition in the fact that foreign language learners often set about learning only with limited goals, such as mastering a good working knowledge of the language at around an intermediate level. The extent of desired proficiency was assumed to be related to motivation, therefore this variable was measured in the survey and correlated with the 11 factor scores (Table 4).

The correlation analysis produced interesting results. As can be seen in Table 4, Desired Proficiency had a significant positive correlation with three integrative factors, Interest in Foreign Languages and Cultures, Passive Sociocultural Language Use and Reading for Nonprofessional Purposes, indicating that learners with an integrative kind of affective attraction towards the target language and culture aim at a higher level of L2 proficiency. This suggets that although, as has been shown before, instrumental motives and need for achievement especially, energize learning up to the intermediate level, in order to get beyond this point, that is, to "really learn" the language, one has to be integratively motivated. Thus the traditional view that integrative motivation is associated with a higher level of language attaiment than instrumental motivation, was partly confirmed by our results.

## Conclusion

Based of the results of this survey a theoretical construct of motivation in foreign language learning was postulated consisting of (1) an Instrumental Motivational Subsystem, (2) a multi-faceted Integrative Motivational Subsystem, (3) Need for Achievement, and (4) Attributions about Past Failures.

In analysing the relationship between the motivation components and some learner behavioural measures, a complex pattern emerged, implying that instead

of treating "language learning" as a homogeneous process, a more elaborate picture can be obtained by treating separately the different learner behaviours that result in language attainment. The results also suggested that some behaviours are a function of classroom and teacher-specific variables rather than the students' original motivation, therefore such variables should be included in further research.

Finally, data were presented which pointed to the fact that instrumental motives and need for achievement especially, energize learning up to the intermediate level, but in order to get beyond this point, that is, to "really learn" the language, one has to be integratively motivated.

References

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Table 1

List of the emerging factors (in order of the proportion of total variance they explained) with a short definition of each

| | |
|---|---|
| **LANGUAGE USE FIELDS** | |
| 1 Instrumental Language Use | Laguage use areas related to one's job, professional interest, career. |
| 2 Passive Sociocultural Language Use | Passive, receptive areas of non-instrumental language use, reflecting an interest in foreign cultures, cultural products and events (e.g. watching films, listening to the radio). |
| 3 Communicative Sociocultural Language Use | Communicative use of English in sociocultural contexts, such as tourism or making friends with foreigners. |
| 4 Reading for Nonprofessional Purposes | Reading nonscientific materials, such as literature or magazines. |
| **LIKERT-TYPE STATEMENTS OF INTENTIONS, BELIEFS, ATTITUDES, ETC.** | |
| 1 Instrumentality | Interest in the pragmatic, professional utility of English. |
| 2 Need for Achievement | Desire to achieve, to become perfect and to prove oneself at state language exams. |
| 3 Interest in Foreign Languages and Cultures | Interest in language learning and in the foreign cultures one can get to know through foreign languages. |
| 4 Desire for Knowledge and Values Associated with English | Desire to keep up-to-date, to broaden one's view and to avoid provincialism. |
| 5 Bad Learning Experiences | Having had some bad learning experiences one is slightly disillusioned but is still trying though with restricted goals in mind. |
| 6 Desire to Spend Some Time Abroad | Desire to actually live abroad for a period of time. |
| 7 Language Learning Is a New Challenge | A type of intrinsic motivation--the need to encounter new stimuli by seeking optimal challenges. |

Table 2

Correlations between the motivation components and the four criterion measures: Course Achievement, Course Attendence, Further Enrollment and Extracurricular Language Use

| | Course Ach. | Attend. | Enroll. | Extrac. L.Use |
|---|---|---|---|---|
| INSTRUMENTAL MOTIVATIONAL SUBSYSTEM | | | | |
| - Instrumental Language Use | -.04 | -.04 | .06 | -.03 |
| - Instrumentality | -.06 | .06 | .06 | .15 |
| *Desire to integrate into a new community* | | | | |
| - Desire to Spend Some Time Abroad | -.23* | .00 | -.19* | .02 |
| INTEGRATIVE MOTIVATIONAL SUBSYSTEM | | | | |
| *Interest in foreign languages, cultures and people* | | | | |
| - Passive Sociocultural Language Use | .07 | .05 | .04 | .18* |
| - Interest in Foreign Languages and Cultures | .15 | -.05 | -.05 | .42*** |
| *Desire to keep up-to-date and to avoid provincialism* | | | | |
| - Reading for Nonprofessional Purposes | .02 | -.19* | .05 | .08 |
| - Desire for Knowledge and Values Associated with English | -.04 | -.14 | .10 | -.05 |
| *Desire for challenge* | | | | |
| - Communicative Sociocultural Language Use | -.21* | -.17* | -.03 | .24** |
| - Language Learning Is a New Challenge | -.07 | -.10 | -.07 | .00 |
| NEED FOR ACHIEVEMENT | | | | |
| - Need for Achievement | .18* | .06 | .18* | .16 |
| ATTRIBUTIONS ABOUT PAST FAILURES | | | | |
| - Bad Learning Experiences | -.11 | .01 | -.05 | .03 |

* $p<.05$; ** $p<.01$; *** $p<.001$

Table 3

Intercorrelations of the four criterion measures: Course Achievement, Course Attendance, Further Enrollment and Extracurricular Language Use

| | Course Ach. | Attend. | Enroll. | Extrac. L.Use |
|---|---|---|---|---|
| Course Achievement | | | | |
| Course Attendance | .31*** | | | |
| Further Enrollment | .31*** | .06 | | |
| Extracurricular Language Use | .11 | .04 | .05 | |

* p<.05; ** p<.01; *** p<.001

Table 4

Correlations between the motivation components and Desired Proficiency

| | Desired Proficiency |
|---|---|
| INSTRUMENTAL MOTIVATIONAL SUBSYSTEM | |
| - Instrumental Language Use | .08 |
| - Instrumentality | .02 |
| *Desire to integrate into a new community* | |
| - Desire to Spend Some Time Abroad | .14 |
| INTEGRATIVE MOTIVATIONAL SUBSYSTEM | |
| *Interest in foreign languages, cultures and people* | |
| - Passive Sociocultural Language Use | .21* |
| - Interest in Foreign Languages and Cultures | .35*** |
| *Desire to keep up-to-date and to avoid provincialism* | |
| - Reading for Nonprofessional Purposes | .23** |
| - Desire for Knowledge and Values Associated with English | .04 |
| *Desire for challenge* | |
| - Communicative Sociocultural Language Use | .02 |
| - Language Learning Is a New Challenge | -.14 |
| NEED FOR ACHIEVEMENT | |
| - Need for Achievement | .17 |
| ATTRIBUTIONS ABOUT PAST FAILURES | |
| - Bad Learning Experiences | .13 |

* $p<.05$; ** $p<.01$; *** $p<.001$

Figure 1

Schematic Representation of the Relationship Between the Two Sets of Factors

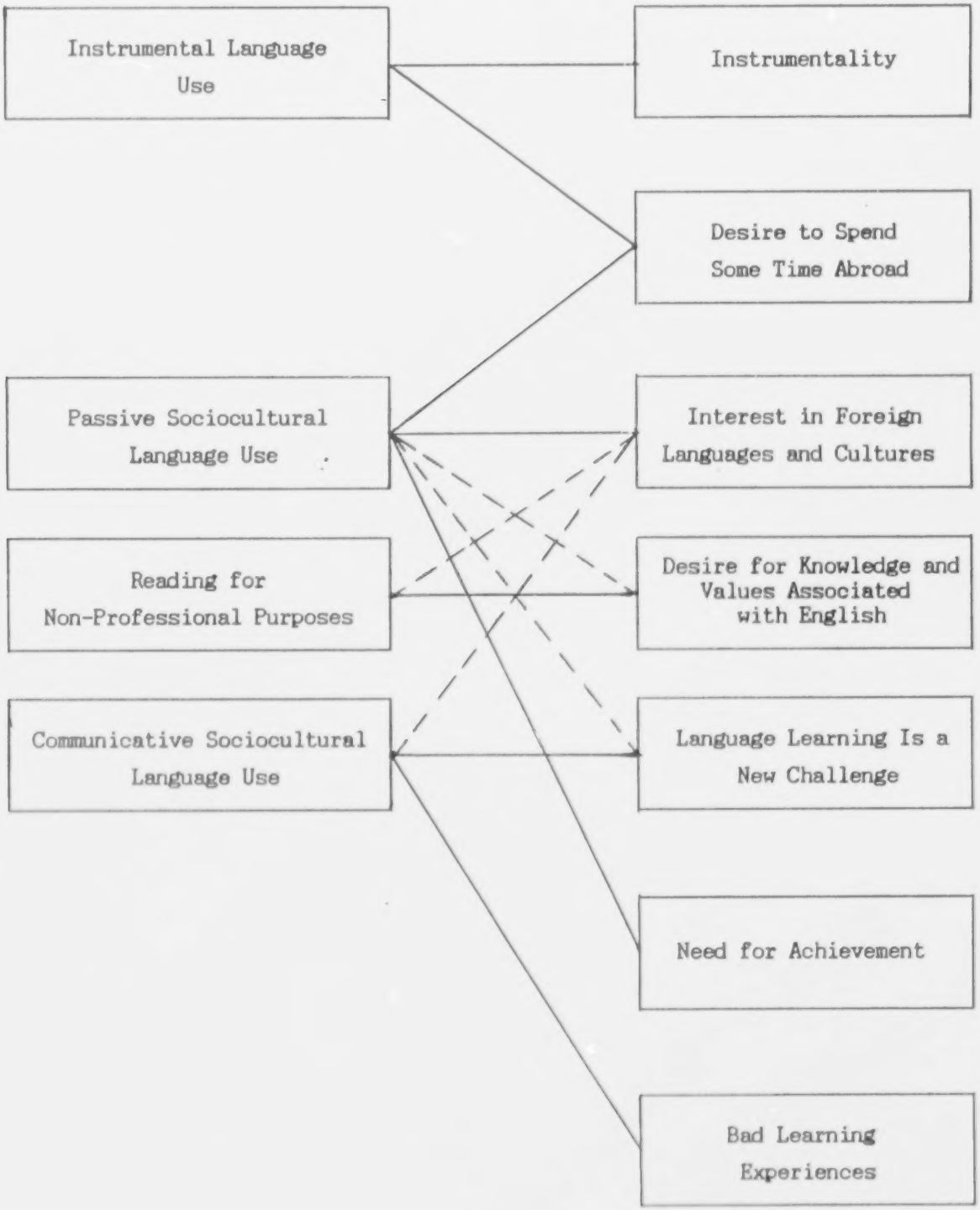
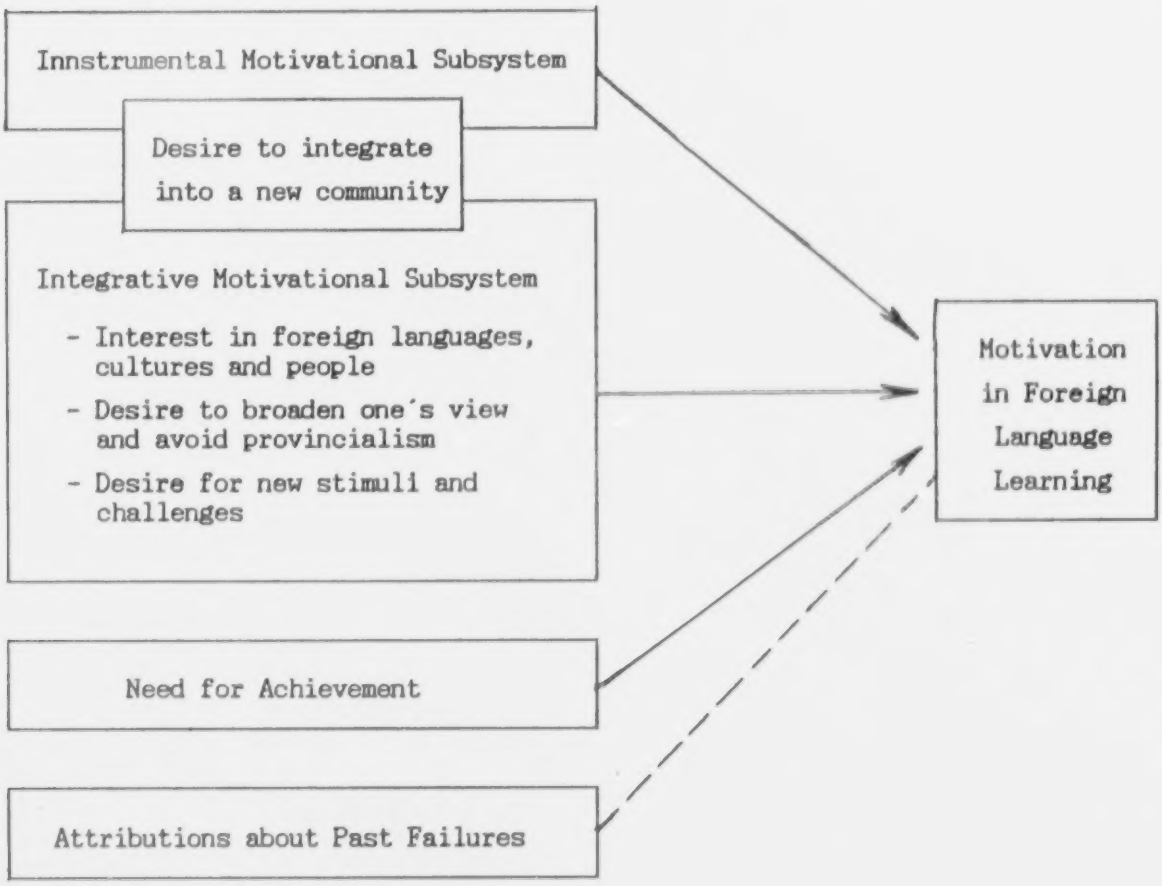

Instrumental Language Use
Instrumentality
Desire to Spend Some Time Abroad
Passive Sociocultural Language Use
Interest in Foreign Languages and Cultures
Reading for Non-Professional Purposes
Desire for Knowledge and Values Associated with English
Communicative Sociocultural Language Use
Language Learning Is a New Challenge
Need for Achievement
Bad Learning Experiences

Figure 2

Schematic Representation of the Conceptualized Construct of Motivation in Foreign Language Learning


Innstrumental Motivational Subsystem
Desire to integrate into a new community
Integrative Motivational Subsystem
- Interest in foreign languages, cultures and people
- Desire to broaden one's view and avoid provincialism
- Desire for new stimuli and challenges
Need for Achievement
Attributions about Past Failures
Motivation in Foreign Language Learning